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ABSTRACT

This simulation is designed to train further education college salespersons in making effective sales presentations to firms' training officers. The exercise is divided into the following four parts: preparing for a sales visit (allotted time, 1 hour 15 minutes); carrying out the visit (45 minutes); reflecting on the visit and drafting arrangements for delivery by two of the college's departments (15 minutes); and negotiating with the two heads of departments concerned (30 minutes). The simulation is designed to be operated as a triad, with an observer watching two roles being played--the role of the college salesperson and that of the firm's training officer. The exercise includes scenarios for all four stages of the simulation and a briefing paper for observers. (MN)

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The Further Education Staff College

INFORMATION BANK

Simulation Exercise

Information Bank number
2435A

FESC

Title

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Personal selling at Bournesworth College: A simulation exercise

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January 1988

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Personal Selling at Bournesworth College
A Simulation Exercise

1. This exercise has four parts:

   * preparing for a sales visit (stage 1)
   * carrying out the visit (stage 2)
   * reflecting on the visit and drafting arrangements for delivery by two of the College's departments (stage 3)
   * negotiating with the two heads of departments concerned (stage 4)

2. The time allowed for stage 1 is 15 minutes. If you are the salesperson you will have to decide:

   * what do you know about the firm, your contact in it, the past relationship with your college?
   * what products/services might be offered to this firm?
   * what is your target?
   * what sales material will you take?
   * what objections might you have to overcome?

3. The time allowed for stage 2 is 45 minutes. It is best operated as a triad with an observer watching two roles played out: the role of the college salesperson and that of the firm's training officer. The meeting should last about half an hour and at its conclusion the observer leads the players through their encounter and with them analyses the skills on display, what things were done well, what could be improved. Each of the players have been given separate role briefing sheets.

4. In stage 3 (15 minutes) the salesperson has to prepare for a meeting with two relevant heads of department. These too will have briefing sheets and during this stage the salesperson will receive a new briefing sheet.

5. In stage 4 the meeting with the heads of department takes place. The time allowed is 30 minutes. The observer observes the process this time analysing the negotiating skills on display, the clarity of presentation, the obstacles raised and how they are dealt with. At the end of stage 4 the three players and the observer discuss what occured in their meeting and what could have improved it as a negotiating meeting (this should take 15 minutes).

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The Further Education Staff College

INFORMATION BANK

Simulation Exercise

Information Bank Number

2435B

FESC

Title

Bournesworth College: Briefing paper for college salesperson

Author

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January 1988

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Bournesworth College
Briefing Paper for College Salesperson

1. You are the recently appointed salesperson (Marketing Officer) at Bournesworth College. You perform a cross college role and your post is graded as Head of Department Grade IV.

2. An arrangement has been made for you to visit, in July, Sutville Engineering - a medium sized engineering company employing 150 people in the following job categories

   Management 10
   Secretarial/administrative/general services 20
   Skilled staff 50
   Semi-skilled staff 70

3. This is your first visit and you are to meet the firm's training officer. He/she is also new and is a member of the firm's management. One of his/her first tasks was to carry out a training needs analysis. You know this has been completed.

4. Some years ago the firm sent a number of staff (about 5 a year) to traditional apprentice related training at Bournesworth. By all reports this was relatively successful and trouble free. Also, you understand that some of the secretarial staff had been trained at the College prior to working for Sutville. In so far as training of the young remains a concern for Sutville it has recently been carried out by YTS based at the College.

5. You have copies of all the College's promotional material.

6. You particularly want to increase the utilisation of the time of engineering staff. The Head of Department has told you that a Mr Cragg is rather under-employed. He is very enthusiastic but you doubt his teaching abilities with large classes. The College has a traditional organisation pattern. Two of its departments are the Department of Engineering and the Department of Business and Management Studies.

7. You have, amongst your targets, the hope of recruiting more students to the CAD/CAM course (5 would be a success). You also think that Sutville's may have a need for more secretarial training including updating. Mr. Cragg has told you that one of his evening CAD/CAM course students works at Sutville's.

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The Further Education Staff College

INFORMATION BANK

Simulation Exercise

Information Bank Number

2435C

Title

Bournesworth College: Briefing paper for Sutville's Training Officer

Author

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January 1988

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Bournesworth College
Briefing Paper for Sutville's Training Officer

1. You are the recently appointed Training Officer at Sutville Engineering. As such you are a member of the management at Sutville's. You are about to meet Bournesworth College's Marketing officer.

2. Sutville's is a medium sized engineering company employing 150 people in the following job categories

   Management 10
   Secretarial/adminsitrative/general services 20
   Skilled staff 50
   Semi-skilled staff 70

3. Some years ago the firm sent a number of staff (about 5 a year) to traditional apprentice related training at Bournesworth. By all reports this was relatively successful and trouble free. Also you understand that some of the secretarial staff had been trained at the College prior to working for Sutville. In so far as training of the young remains a concern for Sutville it has recently been carried out by YTS based at the College.

4. On taking up your post you carried out a training needs analysis. You perceived four areas of need.

   (i) Management Updating. The Personnel Manager is particularly weak on employment law.

   (ii) Management Team Development. You are concerned that the management doesn't act as a team. However you can't think of a training solution to this problem.

   (iii) Some skilled staff are not very conversant with CAD or CAM.

   (iv) The reception area and routines are sloppy.

   (v) There is a resistance amongst some secretarial staff to the development of word processing skills.

5. You are thinking of an in-firm training for (v) above in which those who are skilled train the rest. For (iii), you believe computer sales representatives ought to be able to brief the staff. You think (iv) is at root a disciplinary problem and you intend to talk to the Personnel Manager about it. On (i) you have proposed that the Personnel Manager attends some IPM short courses. These are your initial thoughts but you haven't finally resolved any particular action nor have you comtemplated some of the difficulties of your proposed solutions.

6. In conversation, one of the staff to whom (iii) above applies tells you that he has been attending an evening class on CAD/CAM at Bournesworth College. The course is quite good apparently but one of the teachers, Mr Cragg, is "lousy".

7. You have a training budget for the next financial year of £20,000. In the current financial year - it is now July - there is about £4,000 uncommitted money remaining.

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INFORMATION BANK

Simulation Exercise

Information Bank Number

2435D

Title

Bournesworth College: Second briefing for salesperson

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Bournesworth College
Second Briefing for the Salesperson

1. Little happiness comes into the demanding life of Bournesworth's Marketing Officer. You have learnt that the College is rather traditional. Hence, when you return from Sutville's with some likely business in your pocket you have mixed emotions. You feel successful but you know the worst is yet to come. You have to persuade your fellow managers that their staff should develop and deliver the goods.

2. The lead you have had from Sutville's Training Officer is as follows:

   (i) Sutville's would like an in-house short course for the whole management team on team building. They might be prepared to spend a weekend and 6 half day sessions in training over a 3 month period

   (ii) There was a positive response to using the College to training 10 secretaries in word processing skills. There could be some resistance by the firm to them attending the College en bloc in the day time and, on part of the staff to attending at night. You are not sure how this need could best be met: in house? special college course? in-fill?

   (iii) A desire to give the apparently weak receptionists another change by giving them some social skills training. But how?

   (iv) A desire to have some 20 skilled staff training in CAD/CAM.

3. You are confident that the Training Officer will spend about £2,000 with you in the current financial year and possibly £5,000 in the next financial year.

4. You are about to meet the Heads of Engineering and Business and Management Studies. You know that the Head of Engineering is keen to deploy Mr. Cragg. The Head of Business and Management Studies is keen to develop the management studies section of his/her department's work. However they only seem to think in terms of more students for existing college courses.

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The Further Education Staff College

INFORMATION BANK

Simulation Exercise

Information Bank Number

2435E

FESC

Title

Bournesworth College: Briefing paper for Heads of Engineering and Business and Management Studies

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Bournesworth College
Briefing Paper for Heads of Engineering and Business and Management Studies

1. News of the energy and enthusiasm of Bourneworth's newly appointed Marketing Officer has reached your ears. You are keen to increase your unit totals and, in the case of engineering, to deploy Mr. Cragg more fully. He is weak with large classes but quite good at small group or one-to-one teaching.

2. You see the Marketing Officer's appointment as a new-fangled departure from the other heads of department posts. However you think he/she might be helpful in recruiting more students to certain courses in your departments. You might even be willing to mount an extra evening class if he/she can show there is a market demand.

3. You value your staff. Generally, they work hard and like working with older students especially if they enrol for full-time or long part-time courses. There is some NATFHE resistance to working off-site but you think the Authority has a scheme for dealing with travel expenses, travel time and insurance etc. You are concerned about the turbulence in the FHE system. Stories of the decline of the 16-19 age group (and the consequences of this) abound. Redundancies have been mentioned. This year some classes didn't get off the ground due to small enrolments. New examination arrangements continue to be the bug-bear of the system.

4. The Marketing Officer has been to see the Training Officer at Sutville's. He/she has arranged a meeting with you in an excited state. You hope this means more students for the next academic year.

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INFORMATION BANK

Simulation Exercise

Information Bank Number

2435F

Title

Bournesworth College: Briefing paper for observers

Author

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Bournesworth College
Briefing Paper for Observers

Training Officer and Marketing Officer Meeting

1. This is a personal selling encounter. You will observe a number of skills in operation.

2. Amongst other skills you may wish to note the effectiveness with which the role players use the following skills and processes.

   * Preparation: Are the aims clear?
     How is the introduction handled?
     How much background has been researched?

   * Probing: Using open questions

   * Meeting objections: Answering questions with questions

   * Creating commitment

   * Exploring new customers: existing products; new products

   * Closing

   * Use of materials

   * Listening skills

Meeting with Heads of Department

3. Here we have an exercise in negotiation. Many of the skills dealt with above will be on display again.

4. The following checklist might help you record this part of the exercise.

   * Do the parties have clear aims?

   * How is the introduction managed?

   * How good is the preparation?

   * How well do the parties present their cases? Are benefits emphasised?

   * Notice the exploring, probing, consolidating, summarising, gaining commitment, moving on

   * How well do the parties manage the time?

   * Were aggravators used?

   * Notice the body language

   * Notice the positioning of 'claim' and 'offer': Ideal - Realistic - Fall Back

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